

## DIDACTIC FOUNDATIONS OF SPEECH TECHNIQUE AND PEDAGOGICAL TECHNIQUE IN IMPROVING THE QUALITY OF EDUCATION

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### **Abstract**

this article analyzes the didactic importance of speech techniques and pedagogical techniques in the educational process. The influence of the skills of mimics, pantomimics, voice timbre, intonation, communication culture and psychological management, which are part of pedagogical technology, on the process of conscious assimilation of knowledge by students, is covered. The role of speech techniques in increasing educational motivation is also demonstrated by criteria such as fluency, clear expressiveness, logical consistency, and impressiveness. The article describes on a scientific basis that the Integrative application of speech and pedagogical techniques is an important condition for improving the quality of education, the practical ways of their development are studied.

### **Keywords**

quality of Education, pedagogical techniques, speech techniques, communication culture, didactic foundations, teacher competence, pedagogical skill, impressive speech, communication with the audience.

### **INTRODUCTION**

In the process of globalization today, the educational system is modernized in direct connection with the socio-economic development of society, scientific and technical progress and the processes of cultural and spiritual renewal. Improving the quality of Education, arming students with modern knowledge, developing independent thinking, communicative culture and creative competencies in them is one of the priorities of the pedagogy of this period. At the heart of this process is the professional skills of the teacher, pedagogical thinking and the ability to express his opinion clearly and impressively. That is why the teacher's speech technique and pedagogical technique are considered one of the leading factors determining the effectiveness of education.

Pedagogical technique is a set of personal and professional skills that a teacher needs to perform pedagogical tasks during the lesson. It includes aspects such as facial expressions and gestures, voice timbre and intonation, emotional stability, communication culture, and the ability to manage the audience. Speech technique, on the other hand, refers to the teacher's ability to express their thoughts coherently, grammatically correctly, fluently, and persuasively, as well as to control emotional influence through speech rate, stress, pauses, and intonation. The integration of these two components in the educational process, on the one hand, arouses students' interest in the lesson, and on the other hand, strengthens the teacher's pedagogical authority and leadership role.

"Pedagogical technology can be understood as the systematic practical activities of learners and educators in the educational process that lead to the formation of predetermined qualities. Pedagogical technology (or educational technology) primarily concerns what activities the learner or student performs in the educational process and to what extent. The consistent practical activities that ensure the learner effectively masters the studied material can be considered an educational technology"[1, 21].

#### **MATERIALS AND METHODS**

Practical observations show that the more fluent, expressive, and precise a teacher's speech is during the lesson, the higher the students' level of comprehension will be. Monotony, lack of intonation, or speaking at an excessively fast or slow pace can weaken students' attention and reduce the meaningful effectiveness of the lesson. At the same time, the teacher's ability to establish psychological contact with the audience, control their own emotions, and consider the emotional state of the students is a practical expression of pedagogical technique in the educational process. This process requires the teacher not only to have deep subject knowledge, but also to master the culture of pedagogical communication.

Today, interactive methods, innovative pedagogical technologies, and information and communication tools are widely introduced into the educational process. However, no matter how advanced the technologies may be, the teacher's ability to express ideas clearly and influence learners through effective speech remains the key factor ensuring their effectiveness. Therefore, in the process of training teachers, it is necessary to develop speech culture, the art of public speaking, communication psychology, and pedagogical technologies in an integrated manner.



It is well known that mastering speech technique plays an important role in a teacher's pedagogical activity. This is especially significant for primary education teachers, as speech occupies a central place in their professional practice. Through speech, the teacher awakens the child's emotions, ensures conscious communication with learners, and facilitates analytical comprehension of educational content. Therefore, a future teacher must first thoroughly understand the secrets of speech and its influence in communication with learners.

Speech culture, first of all, means speaking correctly and in accordance with the norms of the literary language. A high level of speech culture is considered an integral quality of an educated person. Improving our speech is the responsibility of each of us. To avoid mistakes in pronunciation, word usage, and sentence construction, we must consistently monitor and refine our speech.

Speech culture is a relatively young branch of linguistics. It is a social phenomenon and develops in close connection with the progress of society, science and technology, and cultural and literary life. As the cultural level of members of society increases, their speech also becomes more refined and polished, improving in accordance with the rules and norms of speech culture. Literature, art, radio, television, and the press play a special role in the formation and development of speech culture. In particular, lexicography – especially explanatory, orthographic, pronunciation, academic, and other specialized dictionaries – is of great importance in standardizing the literary language and developing the theory of speech culture. The broad concept of culture, undoubtedly, includes what is called the culture of communication and the culture of speech behavior. To master it, it is important to understand the essence of speech etiquette.

“The existing discrepancy between the current level of scientific, technical, and technological development and the professional training of future teachers is becoming increasingly urgent due to the insufficient integration of modern pedagogical and information technologies in the higher education system. The latest innovations in science and technology require their rapid incorporation into

curricula and textbooks, thereby creating a foundation for shaping students' contemporary knowledge. The implementation of modern teaching technologies and various methodological approaches, in turn, provides favorable conditions for students to acquire numerous fundamental concepts more easily and solidly" [2, 11].

Most importantly, teachers should ensure that learning activities are not only informative but also developmental in nature. Likewise, students should be given the opportunity to express independent opinions about the issue, problem, or topic under discussion (even if their opinions are incorrect), because encouraging them to think and reflect is one of the essential characteristics of learner-centered education.

It should be especially emphasized that every teacher must possess pedagogical mastery. The foundation of pedagogical mastery is pedagogical competence. Pedagogical competence is understood as an integrated professional-personal characteristic that reflects the ability and readiness to perform pedagogical tasks in accordance with the norms, standards, and requirements accepted in a specific historical period. Since pedagogical competence implies the ability of a specialist working in the field of education to use all the accumulated human experience in teaching and upbringing in a rational manner, it follows that the teacher must sufficiently master purposeful methods and forms of pedagogical activity and interaction.



The main indicator of professional-pedagogical competence is its orientation toward the individual, toward the person. Professional-pedagogical competence encompasses the ability to consistently perceive pedagogical reality and to act systematically within it. This quality enables the teacher to see the logic of the pedagogical process as a whole, to understand the laws and directions of the development of the pedagogical system, and to design purposeful activities more easily.

In order to study the specific characteristics of speech, it is necessary to know the requirements related to speech technique. These requirements include making speech logically correct, clear, refined, expressive, and appropriate to the purpose. The main features of speech arise from these requirements:

1. *Correctness and fluency of speech.*
2. *Accuracy and expressiveness of speech.*
3. *Logic of speech.*
4. *Purity and expressiveness of speech.*

It is a condition for an educator's speech to be clear, to feel his responsibility deeply. Clarity is the arrival of the subject under study in accordance with the reality, facts expressed by the educator. It is a condition for an educator's speech to be clear, to feel his responsibility deeply. Clarity is the arrival of the subject under study in accordance with the reality, facts expressed by the educator. It is a condition for an educator's speech to be clear, to feel his responsibility deeply. Clarity is the arrival of the subject under study in accordance with the reality, facts expressed by the educator.

A teacher may have an excellent command of speech culture and a rich vocabulary. However, if they do not possess deep knowledge of the subject they are discussing and cannot analyze that knowledge within the framework of their own thinking, the art of oratory will not yield results. The accurate expression of words in accordance with the topic being presented, the proper alignment of word combinations, sentences, and texts with one another, and the subordination of these elements to the coherent presentation of thought indicate the logical richness of speech.

The effectiveness of teacher speech is considered one of the main qualities of speech, and correctness and accuracy in speech, Logic and cleanliness will be directed to influence the listener. Speech impressiveness refers primarily to the teacher's oral speech process, and the mental situation that arises when perceived by students is taken into account. That is, the orator-teacher should take into account the students, monitor them from their level of knowledge, even to their age characteristics, to their mood when the speech is being performed, control how their speech is perceived by the students.

It is not advisable for teachers who possess professional knowledge to speak in overly simple language, and similarly, young teachers who do not yet have sufficient oratory skills should not try to speak in overly scientific or formal language. In short, a speaker-teacher must act according to the situation and take responsibility for fully conveying any idea they wish to express to the students.

The ideas within the speech should be organized in primary and secondary order and linked logically. Before beginning the lesson, students should first be introduced to the outline of the speech.

The statement of the impressiveness and expressiveness of speech is, in a certain sense, an end to what is said about the qualities of speech. Because showing the qualities of good speech, analyzing some typical errors that occur in speech, ultimately serves to form an impressive speech. There are a variety of ways and means to communicate thoughts in speech meaningfully to students. They can also be called auxiliary tools. Statement of the impressiveness and expressiveness of speech is, in a certain sense, an end to what is said about the qualities of speech. Because showing the qualities of good speech, analyzing some typical errors that occur in speech, ultimately serves to form an impressive speech. There are a variety of ways and means to communicate thoughts in speech meaningfully to students. They can also be called auxiliary tools. For example, let's take humor or a story. The continuous stream of popular scientific thought in speech, its unambiguous statement, can bore both the reader and any listener. At this time, talking about humor, wisdom, interesting events is very accessible to the teacher. It is even better that the humor is brought in accordance with the content of the speech. When this is done, the reader is both rested and interested in the subject being studied.

## RESULTS

The ideas expressed to the learners must be logically interconnected. If the logical link and coherence between sentences is lost, the logical quality of the teacher's speech is compromised. In order to ensure logical connection between the texts of the topic being studied, the texts are separated by transitions. Thus, when we speak of the logical coherence of a teacher's speech, we refer to speech constructed on a unified system, in which the development of ideas and reasoning is consistent, and each word and expression is used appropriately and purposefully.

The purity of a teacher's speech is determined primarily by its compliance with the norms of the literary language. The teacher's eloquent and semantically rich speech should be constructed in accordance with the requirements of modern Uzbek literary language and evaluated based on its freedom from non-standard language elements. The main factors that hinder the purity of speech are dialectisms and barbarisms. Although such elements may fulfill certain artistic and aesthetic functions in literary works, they should not be used in the teacher's speech during lessons or in educational activities.

A teacher's frequent and inappropriate use of bureaucratic terms and formal expressions leads to artificial and unconvincing speech. As a result, the method of

persuasion, which the teacher uses to convey ideas in the educational process, becomes less effective. The purity of speech means that it is free from various dialectal elements and expressed solely in the norms of the literary language.

## DISCUSSION

“Nowadays, the attention that our state is giving to education not only provides all teachers with the necessary conditions to work on their professional development, engage in continuous research, and organize the learning process in accordance with modern requirements and on a scientific basis, but also creates opportunities for young specialists to join the education sector. This, in turn, places new and additional responsibilities on the teachers of educational institutions.

It is well known that a person is constantly in a process of growth and development. Therefore, all pedagogical teams need to correctly understand the scientific and theoretical nature of the factors that influence human development. Every teacher carries out their pedagogical activities under various conditions and within different communities, being influenced by other people” [3, 23].

In the educational process, pedagogical technique and speech technique are regarded as important components of a teacher’s professional mastery. These techniques serve as significant didactic tools for effectively conveying the teacher’s knowledge and skills to students, directing the communication process toward pedagogical goals, and improving the quality of education. Practice shows that a teacher who has mastered speech technique is able to activate students’ attention, maintain motivation during the lesson, and foster independent thinking in learners.

The components of pedagogical technique include facial expressions, body movements, voice timbre, pace, intonation, physical gestures, speech culture, and the teacher’s ability to manage psychological states. The harmonious use of these elements ensures communicative effectiveness during the lesson. The clarity, fluency, and logical coherence of the teacher’s speech directly influence students’ level of comprehension of the learning material.

*“One of the main problems observed in the pedagogical process is that teachers often do not pay sufficient attention to speech technique, and lack proper training in this area. Monotonous speech, grammatical errors, pronunciation deficiencies, and the excessive use of unnecessary words and expressions reduce the effectiveness of the lesson”* [4, 98]. In addition, a teacher’s inability to maintain psychological self-regulation may lead to conflicts and misunderstandings in communication with students.

It should be emphasized that the development of speech technique and pedagogical technique must be regarded as competencies that require continuous improvement in the teacher’s personal and professional growth. The conscious application of these techniques into practice creates the foundation for effective

communication with students, didactically grounded lesson organization, and the stable enhancement of educational quality.

### CONCLUSION

The effective use of speech technique and pedagogical technique in the educational process is one of the key factors that determines the level of a teacher's professional mastery. Clear, logically coherent, fluent, and expressive speech facilitates students' conscious comprehension of the learning material. Meanwhile, such elements of pedagogical technique as facial expressions, body language, voice timbre, and psychological self-regulation shape the emotional atmosphere of the lesson and help establish positive communication with students.

Overall, the didactically grounded application of speech technique and pedagogical technique enhances the effectiveness of the educational process, facilitates students' active assimilation of knowledge, and positively influences their personal development. The formation and continuous improvement of these competencies constitute an integral part of pedagogical activity and are essential for the consistent enhancement of educational quality.

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